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ABSTRACT

All 18 Washington State Even Start sites participated in the program's evaluation. Site coordinators administered the assessment and evaluation measures to the adults served by the program and to teachers working with children at both entry and exit from the program. An indepth study was conducted of 134 families for whom there were complete sets of entry/exit data: literacy scores, competency levels, parenting interview, and parent or teacher questionnaire on child behavior. Findings indicated the following: gains were made in reading, writing, and math; almost one-third of parents obtained the General Educational Development certificate; almost one-third became employed; and over one-third enrolled in another academic or vocational program. Parents reported the following: they read more often to their children; participated in more activities with their children; understood more readily that children learn better through play; spent more time talking with children about concepts and ideas; involved themselves more in their child's school; volunteered at school more often; and participated more often in the school's parent organizations. The children increased social skills, ability to understand another person's speech, ability to use large and small muscles, and self-esteem and self-help skills. Suggestions were made to strengthen evaluation of family literacy programs. (Appendixes include demographics, evaluation guidelines, and assessment intake and exit measures.) (YLB)

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Washington State Even Start 1993-1994: Final Evaluation

A Report to the Office of Adult Literacy, State Board for Community and Technical Colleges

Lynne Iglitzin, Ph.D., University of Washington

and

Mary Wandschneider, M.A., Washington State University

U.S. DEPARTMENT OF EDUCATION
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December 1994

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Washington State Even Start, 1993-94
Final Evaluation
December 1994

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I. BACKGROUND AND HISTORY OF THE PROJECT

In October, 1992, the Washington State Board for Community and Technical Colleges contracted with the University of Washington Institute for Public Policy and Management and with Washington State University (sub-contractor) through an Interagency Agreement for the purpose of developing an evaluation model for the Washington State Project Even Start program. As contractor, evaluators agreed to:

- Review current family literacy literature and assessment and tracking systems.
- Analyze and summarize Even Start data collected between 1987 and 1992 by the Office of Adult Literacy State Board.
- Develop, through a consensus process involving the Office of Adult Literacy staff and Even Start site coordinators, a package of assessment measures and tracking systems to be field tested at Even Start sites.
- Field test the package of assessment measures and tracking systems.
- Prepare a final version of the evaluation package for the Office of Adult Literacy at the State Board for Community and Technical Colleges.

1992-93 (Year I) was devoted to a survey of literature and adaptation and design of tracking and assessment measures, in cooperation with Even Start coordinators. The report summarized the results of this year-long study and is entitled Washington State Even Start Evaluation Project, June 1993 (Contract #50203) and is available through the State Board for Community and Technical Colleges Office. Authors: Lynne Iglitzin, Mary Wandschneider, and Beth Bakeman.

In August 1993, The Office of Adult Literacy of the State Community and Technical College Board through an Interagency Agreement asked evaluators at the University of Washington and Washington State University to implement an evaluation model for the Washington State Project Even Start program. The evaluation team agreed to:

- Refine the 1992-93 project assessment tools and rating scales for parenting and child progress.
- Adapt additional measures in the area of adult literacy as needed.
- Prepare evaluation packets to be administered to all Even Start families by coordinators on a pre/post basis for the 1993-94 school year.
- Provide coordinator training in the implementation of the evaluation measures at the Fall 1993 ABE conference.

- Collect pre/post data on all Even Start families.
- Analyze the responses of a sample group on an aggregate basis.
- Summarize the findings from data and prepare recommendations in a report to the State Board and to the Federal/State Even Start Advisory Committee.

In 1993-94 (Year II) the evaluation system was implemented and the results analyzed. All 18 State Even Start sites participated in the evaluation project. Site coordinators administered the assessment and evaluation measures to the adults served by the state Even Start program, and to teachers working with Even Start children, at both entry and exit from the program.

This report is based on an in-depth study of 134 Even Start families for whom there were completed sets of entry/exit data. It also includes demographics of participants and an overview of programs and services. On the basis of this sample, findings are analyzed in the major areas of the Even Start program: adult literacy, parenting, and child development services. (For demographics on all Even Start families during the 1993-94 program year see Appendix A.)

II. EVALUATION DESIGN AND METHODOLOGY

Information included in this report is based upon receipt of intake and exit questionnaires, parenting surveys, and teacher and parent reports on the target child. Information on demographics, services, and parenting were gathered through an oral interview with the parent conducted by the site coordinator, at entry and exit. Information on child progress was obtained through interviews with the parents and by questionnaires completed by Even Start child's teacher at entry and exit. *The findings reported are based on the self-report of the respondents and have not been independently verified by the research team.*

Researchers determined that demographic information could be reported on the entire group for whom intake information was available (466 families), but that analysis and report of findings as to participant progress from entry to exit in Even Start could only be carried out if a comprehensive set of pre/post measures had been obtained on the family. Therefore in order to be part of the study sample on which in-depth analysis was to be carried out, information in the following areas needed to be complete:

- a set of pre/post literacy scores
- a set of pre/post competency levels
- a pre/post parenting interview
- a pre/post parent questionnaire on child behavior; or
- a pre/post teacher questionnaire on child behavior

134 families met these minimum requirements and thus comprised the sample group on which all findings and analyses in this report are based. The sample was tested and was found to be representative of the entire group. The study sample is drawn from 15 of the 18 State Even Start sites, and includes the eastern and western parts of the state, urban and rural areas, ESL and non-ESL, community college and community based organization settings, and small and large programs (see Appendix B).

Literacy scores analyzed in the in-depth study were based only on those families where the adults were tested on the TABE standardized test. The numbers of families in the sample tested on other types of tests were too small to allow for statistical analysis. All tests scores, competency levels, parenting skills and attitudes, as well as child progress, are reported in terms of gains on means between entry and exit. Gains that were statistically significant are reported as follows:

* $p > .10$ = The probability that this change is due to chance is less than 10%.
** $p > .05$ = The probability that this change is due to chance is less than 5%.
*** $p > .01$ = The probability that this change is due to chance is less than 1%.
(+) = A gain between entry and exit mean.
(–) = A loss between entry and exit mean.
(NC) = No change between entry and exit mean.

III. CHARACTERISTICS OF EVEN START PARTICIPANTS: DEMOGRAPHICS

Entry data was collected at all 18 Washington State Even Start sites. During the 1993-94 program year, coordinators collected data within the first three weeks of a family's enrollment in the program. The sample of families with a completed intake form as submitted by the site coordinators (n=134) included those who entered the program at various times throughout the year, primarily in October '93 and again in January '94. Since entry times varied from site to site, there is great variation in the length of time individual families remained in the program.

Demographic information is briefly summarized in introductory paragraphs, and highlights are reported in tables which give percentages for each category. Where multiple answers were possible, totals add up to more than 100% and are so noted. Complex tables have the main finding restated at the bottom.

- **Gender**

As is true in similar programs elsewhere, the vast majority of adults (94 percent) in Washington State Even Start were female.

- **Race**

Two-thirds of Even Start adults were White. The next largest racial group included both African Americans and those from African countries. Those identifying themselves as Asian or Pacific Islanders constituted the third category. The "other" category included Eskimos, Aleuts, and American Indians. It is also important to note that some, especially those of Hispanic origin, checked "other" as their racial classification. Increasingly, the question of "race" is viewed as a cultural construct, and this, rather than a lack of understanding of the concept of "race," may explain the large numbers checking the "other" category. Researchers entered the responses as they were recorded, some "White," some "other."

Table 1
Even Start Adults by Race/Ethnic Origin (n=134)

White	68%
African-American	11%
Asian, Pacific Islander	8%
Other	13%

• **Primary Language**

English was the primary language for over three-quarters of Even Start adults. Large numbers of ESL participants (almost one-quarter of the total) clustered in two or three Even Start sites, speaking Spanish, eight different Asian languages (Vietnamese, Korean, Cambodian, Hmong, Khmer, Samoan, Tongan, and Thai), three African languages (Tagalog, Tigrigna and Ahmaric), and three East European languages (Ukrainian, Russian and Polish). This is one area in which the study sample group differed somewhat from the entire group, with a larger percentage of Whites and English speakers in the sample, compared to the total group. This was not surprising as many non-native speakers may encounter cultural and family problems and leave the program early without participating in the exit assessment and testing measures.

Table 2
Language Category (n=107)

English	81%
Spanish	8%
Southeast Asian	7%
African	3%
Other European	1%

• **Hispanic Origin**

A small minority of Even Start adults in the sample (10 percent) reported Spanish/Hispanic origin, largely from Mexico; other Spanish-speaking countries were represented in about a third of this group. Again, this is somewhat smaller than in the total Even Start population where 16 percent identified themselves as Hispanic in origin.

• **Family Status**

Just over half (55 percent) of Even Start adults reported their family status as single parent households; 45 percent as couples with children.

• **Number of Children**

Three-quarters of the Even Start families reported having more than one child in their households, while over half reported either two or three children living at home.

Table 3
Number of Children in Household (n=133)

One	25%
Two	38%
Three	23%
Four	7%
Five or more	7%

- **Child Race and Ethnic Origin**

Respondents were asked the race of their qualifying child. Two-thirds listed the child as White; the remainder as Black, Asian, and "other" (written comments indicated that Spanish was intended when respondents checked for "other"). A separate question asked whether or not the qualifying child was of Spanish origin. Seventeen percent of parents responded affirmatively. Again, for both of these questions, as with parental race, ethnic origin, and language category, somewhat fewer ethnic minority families completed all exit/entry information and are thus proportionately less represented in the study sample.

Table 4
Race of Qualifying Child (n=104)

White	64%
Black	13%
Asian	11%
Native American	5%
Other	11%

Percentages do not equal 100%. Multiple answers possible.

- **Public Assistance**

The vast majority of all Even Start families (84 percent) reported they were receiving some form of public assistance, largely in the form of Aid to Dependent Children (AFDC), food stamps, and medical coupons. Analysis of the family status of Even Start participants showed a contrast between single parents and couples. Ninety-five percent of single parents were receiving welfare assistance (primarily AFDC and food stamps), compared to 78 percent of the couples with children who reported being on assistance.

Table 5
Type of Public Assistance (n-113)

Food Stamps	84%
AFDC	84%
Medical Coupons	81%
JOBS	23%
SSI or other disability	13%
Workman's Compensation and other	1%

Percentages do not equal 100%. Multiple answers possible.

- **Employment Status**

As might be expected, considering that Even Start requires at least 10 hours per week of classes during daytime hours, very few of the enrolled adults held either full- or part-time jobs. Over half listed themselves as full-time homemakers. About half stated they were currently unemployed, with some seeking and others not seeking employment.

Table 6
Employment Status (n=132)

Full-time homemaker	59%
Employed part-time	4%
Employed full-time	1%
Not employed, not seeking job	25%
Not employed, seeking job	25%
Student	9%

Percentages do not equal 100%. Multiple answers possible.

- **Grade Completion**

Two thirds of the Even Start sample said they had completed tenth grade or higher; of these, 6 percent said they had completed 12th grade, and 5 percent said they had gone beyond high school. Eleven percent of the respondents indicated they had completed 6th grade or lower.

Table 7
Last Grade Completed by Adult Enrollee (n=133)

1-3	2%
4-6	9%
7-9	24%
10-12	62%
13	3%

- **Learning Disabilities**

Adult enrollees were asked a question that had not been asked previously in Even Start intake: whether or not they had ever been told they had a learning disability. Over one-third of Even Start adults either responded affirmatively or gave responses that indicated that they were unsure or suspected that they had learning disabilities. Researchers considered this a large subset of the population, and were interested in looking at this group in further detail.

The question of learning disabilities is one that researchers recognize must be treated with caution. *We are not asserting that individuals who checked "yes" are, in fact, learning disabled since verification of prior testing or other assessment was not done.* In fact, it may be that some who responded affirmatively did not understand the term and simply checked "yes" if they knew they had reading or other problems. Similarly, coordinators doing the interviewing may not be trained in understanding learning disabilities and we cannot assume they explained the concept during the interview. Nonetheless, we still consider it significant that so many adults reported having been told, or said they had experienced, learning disability types of problems.

Table 8
Learning Disability❖ (n=134)

Yes	39%
No	57%
Not sure or maybe	4%

❖Self-report only; not based on testing or assessment

Table reads: Thirty-nine percent of adults stated that they had been told they had a learning disability.

Many parents who self-identified as having been told they had learning disabilities (n=52) did not specify any further details; others checked multiple disabilities. Additionally, almost half responded to the open-ended "other"

category by listing a variety of concerns which raised questions in their own minds, such as "always been in Special Education," "slow," "lack of concentration," etc.

Table 9
Type of Learning Disability❖ (n=46)

Dyslexia (reading problems)	50%
Discalcula (math problems)	15%
Anomia (memory problems)	9%
Other	48%

❖Self-report only; not based on testing or assessment
Percentages do not equal 100%. Multiple answers possible.

Table reads: Of those who said they had been told they had a learning disability, half mentioned reading problems, one quarter cited math or memory problems, and half mentioned a variety of other disabilities or said they had been in special education.

Did adults with learning disabilities exit Even Start for reasons that differed in any significant ways from the rest of the sample group? Did they have outcomes that differed significantly from the sample? How did the entry-exit literacy scores look for the LD-identified group compared to the rest of the sample?

As expected, compared to the others, fewer of the LD-identified group left because they exceeded 8th grade level. Interestingly, compared to the rest of the sample group, twice as many of the LD-identified adults cited "family crisis" as a reason for leaving. Since many LD-identified adults indicated they had children who they suspected of having disabilities as well, it is perhaps not surprising that family problems impacted attendance.

Table 10
Learning Disabilities❖ and Reasons for Leaving Even Start Program (n=134)

	Exceed 8th Grade	Plan to Re-Enroll	Family Crisis	Other
LD	7%	44%	12%	63%
Non-LD	32%	38%	6%	47%

❖Self-report only; not based on testing or assessment
Percentages do not equal 100%. Multiple answers possible.

Table reads: Compared to the others in the sample, the LD self-identified adults were less likely to exceed 8th grade, more likely to plan to re-enroll in Even Start, and more likely to exit the program due to a family crisis.

The outcomes noted upon participant exit from the program showed interesting differences between the LD and non-LD group, as well. As expected, only half as many LD-identified adults completed the GED as compared with the rest of the sample; yet, th ee-quarters of the former group passed parts of the GED, compared to less than a third of the remaining sample population. While fewer of the LD group obtained jobs compared to the rest, substantially more indicated enrollment in another academic or vocational education program as an outcome.

Table 11

Learning Disabilities◆ and Outcomes Upon Exit from Even Start (n=134)

	GED	Partial GED	Got job	Enrolled other
LD	23%	76%	17%	47%
Non-LD	42%	30%	23%	30%

◆*Self-report only; not based on testing or assessment*

Percentages do not equal 100%. Multiple answers possible.

Table reads: Compared to the others in the sample, the LD self-identified adults were less likely to complete their GED, more likely to pass portions of the GED, and more likely to enroll in other academic programs upon exit from Even Start.

With respect to changes in entry/exit literacy test scores, as Table 12 illustrates, the LD-identified adults began at lower entry levels but made comparable gains in test scores. As with the non-LD group, there were statistically significant gains in math literacy scores for the LD-group. As with all test score analysis in the sample group, only the group tested on TABE had large enough numbers to be reported here.

Table 12
Learning Disabilities[◆] and (TABE) Literacy Test Scores (n=134)

LD Group	(entry)	(exit)	Gain/Loss
Reading	6.95	8.36	+1.41
Writing	4.65	6.46	+1.81*
Math	5.47	7.52	+2.05***
Non-LD Group			
Reading	9.85	10.84	+.99
Writing	7.31	8.84	+1.53*
Math	7.52	9.47	+1.95***

◆Self-report only; not based on testing or assessment .
**p < .10 ***p < .01*

Table reads: Compared with the others in the sample group, the LD self-identified adults began with lower test scores at entry but made comparable gains by exit. Gains in writing and math scores were statistically significant for both groups.

The findings on literacy score change on the standardized tests for the adults who self-identified as having learning disabilities were paralleled by the entry and exit competency scores. Compared with the others in the sample group, the LD self-identified adults had lower competency scores at entry but made comparable gains at exit. All gains in competency scores for the LD-identified group were statistically significant.

IV. OVERVIEW OF PROGRAMS AND SERVICES

• Child Program

To be eligible for Washington State Even Start, a qualifying child in the family must be enrolled in an at-risk program. One half of all the children in the study sample were reported as enrolled in either in Head Start or in a Chapter I, K-8 basic skills assistance program. One quarter of the children were in a community/technical college child care program, and the remainder were in either the Learning Assistance Program (LAP), a cooperative preschool at community/technical college, a bilingual program, in Special Education or other special needs programs.

Table 13
Qualifying Child Program (n=130)

Head Start	28%
Chapter I, K-8 Basic Skills	21%
Community college child care	22%
ECEAP	9%
Bilingual Education	0%
Cooperative preschool	5%
LAP	2%
Other (e.g. Special Needs programs)	16%

Percentages do not equal 100% because some respondents included others beside the qualifying child.

• Learn about Program

Participants found out about Even Start from other students, teachers, social workers or Head Start workers. Program publicity through college flyers and newspapers or word of mouth from family members or friends constituted other ways enrollees learned about the program.

Table 14
How Enrollees Learned About Even Start (n=128)

Another Student	15%
Head Start	17%
Social Worker	15%
Teacher	5%
Other (newspaper, flyers, friends etc.)	51%

Percentages do not equal 100%. Multiple answers possible.

• First Time in Such Classes

Over three quarters of Even Start parents stated that this was the first time they had enrolled in an Adult Basic Education course. An equal number indicated this was the first parenting course they had taken. A much small number stated this was the first ESL course they had taken.

Table 15
Adult Enrollment in Similar Programs (n=80)

First time in an adult basic education class	75%
First time in a parenting class	75%
First time in an ESL class	5%

Percentages do not equal 100%. Multiple answers possible

• Child Care

When asked if they needed child care to attend class, 58 percent of Even Start adults responded affirmatively at entry. The interpretation of "child care" at the entry interview was ambiguous—written comments indicated that many respondents assumed child care was part of the Even Start program; thus for them a "no" response indicated that no *additional* child care was needed. This is borne out by the fact that at exit, 78 percent of families reported having had child care services provided. Unquestionably, child care is one of the core Even Start services. How much, if any, additional non Even Start-provided child care was necessary for parent participation is not known. However, comments provided in the "other reasons for leaving the program" question indicate that lack of child care for siblings was a contributing factor for some parents exiting the program early.

Table 16
Child Care Services provided by Even Start (n=131)

Needed (entry)	58%
Provided (exit)	78%

- **Transportation**

Almost two thirds of Even Start adults responded that they needed transportation to attend class. Written comments indicated that this question was ambiguous in its meaning. Some answering "yes" noted they needed gas coupons; others answering "yes" noted that they took the bus or, in some cases, drove their own cars. As with child care (see above), the actual numbers of Even Start families receiving transportation, as noted at exit from the program, makes it clear that the entry response underestimated transportation needs.

Table 17
Transportation Services provided by Even Start (n=134)

Needed (entry)	61%
Provided (exit)	80%

- **Other Services Provided**

Even Start offers a wide range of other support services. While not every service is offered at every site, the following chart illustrates a core of services under the "parenting" area that were offered most frequently, according to respondents: academic and career counseling; family and individual counseling; one-on-one tutoring; and health or legal referrals. Additionally, one quarter of respondents indicated emergency food, clothing or shelter had been provided under the auspices of the program through donations from fellow class members. Other services provided included substance abuse treatment referrals and, in some sites, speakers on domestic violence prevention.

Table 18
Other Services Provided by Even Start (n=98)

Academic/Career Counseling	80%
Family/Individual Counseling	32%
One-to-one Tutoring	25%
Emergency Food, Cloth, Shelter	23%
Health Referrals	24%
Other referrals or services	18%

Percentages do not equal 100%. Multiple answers possible.

• Attendance

Attendance varies widely in adult education and parenting programs such as Even Start. On the basis of responses provided to the open-ended question at exit, "How many days did the participant attend?" researchers categorized attendance into high (81-150+), medium (40-80), and low (1-39) days. When responses were given in hours (two sites), they were converted into days by dividing by three. As Table 19 shows, participants in the study sample split into three groups: one-third attended less than 40 days total (the low attenders), one quarter completed most if not all of the entire program (the higher attenders), and the remainder fell mid-way between these two.

Table 19
Attendance in Even Start (n=127)

Low (1-39 days)	32%
Medium (40-80 days)	44%
High (81-150+ days)	24%

• Reasons for Leaving the Program

A variety of personal factors or family crises made attendance problematical for some participants. Encouragingly, almost half of those dropping out of the program stated they intended to re-enroll at a subsequent time. Some of those who dropped out due to a move out of one Even Start catchment area, indicated an intent to enroll in another Even Start program in their new location. Factors such as pregnancy, birth of a new baby, or time conflicts due to a full-time job were cited repeatedly in responses to the "other" category

Table 20
Reasons for Leaving the Program (n=114)

Family Crisis	9%
Plan to Re-enroll	40%
Exceed 8th grade	21%
Moved	5%
Unknown	0%
Other	25%

Table reads: Almost a quarter of participants leave Even Start because they exceed the 8th grade level; almost half who leave prior to program completion state their intention to re-enroll at a later time.

• **Outcomes**

As has been noted earlier, Even Start provides a wide range of basic skills and social services. Participant outcomes as noted by coordinators at exit, illustrate this. The numbers who passed the GED, or portions of it, is one clear indicator of success, particularly in terms of Even Start's basic skills goals. Another indicator of success are the large numbers (roughly one third) who enrolled in other education programs. This category includes those who exceeded the mandatory 8th grade skills level, and were ready for community college courses. As written comments to the open-ended part of this question made clear, it also included those who built on the skills they gained in Even Start and felt ready for job-related and vocational education programs. The employment category is less clear, however, since it covers both those who gained job skills and were able to move into a higher level job, as well as those who simply had to take a minimum wage job to survive (in some cases, dropping out of the program to do so).

Table 21
Outcomes (n=94)

Passed GED	30%
Partially passed GED	3%
Became employed	29%
Enrolled other program	34%
Received Section 8 funding	3%
Left abusive relationship	15%
Regained child from CPS	1%
Off public assistance	1%

Percentages do not equal 100%. Multiple answers possible.

Table reads: Almost one-third of adults in Washington Even Start obtained the GED, became employed, or enrolled in another academic or vocational program.

V. EFFECTS OF EVEN START: BASIC SKILLS PRE-POST FINDINGS AND ANALYSIS

• Parent Basic Skills Accomplishments

In an open-ended question at intake, parents were asked to identify their basic skills goals for the Even Start year. At exit from the program, they were asked what they felt they had accomplished in basic skills during the Even Start year. Researchers completed a qualitative analysis by reading all responses, coding them and determining appropriate categories into which the responses fell.

Only aggregate accomplishments for the study sample are reported here. Matching parental goals and accomplishments, participant by participant, would be the only way to have a clear indication of whether each individual felt that he or she had accomplished his/her own goals. Researchers hope to pursue an individual by individual scrutiny at a subsequent point in time. At exit parents identified their basic skills accomplishments for the past Even Start year. Themes that emerged most strongly in this area included:

- Obtained the GED (entirely or partially)
- Improved reading, speaking, and written English
- Improved math skills
- Obtained a job or enhanced job skills
- Enrolled in another academic or vocational program

There were two areas in which accomplishments lagged behind goals: GED completion and job skills. The disparity in achieving the GED may be explained by the fact that people were asked to state their goals "for the Even Start year," but it is likely that many respondents gave their long-term goals, rather than limiting themselves to a single program year.

With respect to job-related skills, although many obtained jobs, written comments indicated that many of these jobs were entry level or minimum wage which did not necessarily incorporate increased job-skills. At entry many had cited specific career goals, ranging from bookkeeping, computers, and business to health-related careers as a cosmetologist, nurse, dental or medical assistant, and teacher.

• Standardized Test Usage

There is sufficient discrepancy in types of test used throughout the Even Start program, that no aggregate test scores are meaningful. Rather, scores are provided by test type. Completed entry and exit tests were a criteria for inclusion in the study sample. Statistical analysis of pre-post test scores was

done only on those where the TABE test was used, as numbers in other categories were too small.

Table 22
Standardized Test Types Used (n=103)

TABE	80%
CASAS	8%
BEST	6%
Other (BADER,BOTEL,READ,WRAT, GED-type)	6%

- **Pre-Post Literacy Scores**

Even Start offers instruction in basic literacy skills as one of the core elements of the program. Site coordinators are instructed by the Office of Adult Literacy (see Appendix C) to base entry upon scores measuring below 8th grade on standardized tests. Successful completion of the program is measured by increases on these same tests to above an 8th grade level.

As Table 23 shows, there was a steady gain in literacy test scores in the sample group during the 1993-94 study year. Not all the changes are statistically significant as measured by a T-test comparison between the entry and exit scores of the matched set, but nonetheless the overall trend is positive. This is especially encouraging considering that the maximum time spent on basic skills in most Even Start classrooms is approximately eight hours a week and that, as Table 19 showed, only a quarter of participants attended for most of or all of the year program. Far fewer Even Start students were tested on writing than on either math or reading.

Table 23
Entry/Exit Literacy Scores (TABE) (n=86)

Subject	Entry Mean	Exit Mean	Gain/Loss
Reading	8.74	9.73	+.99
Writing	6.41	7.77	+1.36
Math	6.79	8.82	+2.03***

***$p < .01$

Table reads: Literacy test scores showed positive gains from entry to exit in all subject areas. Gains in math test scores were statistically significant.

• **Test Score Gains: A Closer Look**

When evaluating the effectiveness of Even Start in improving adult literacy, as measured by standardized test scores, two different questions were of interest. The first relates to attendance. Do those who attend for a longer period show a greater gain in test scores? The second question relates to whether or not those who enter with higher skills in the first place, and thus got their GEDs by exit, make proportionately the same or lower gains? How would the change in scores of these individuals (just under a third of the sample) compare with the remainder of the sample group? To answer these two questions, researchers looked at the TABE entry/exit literacy scores for the sample group, controlled for high and low attendance, and deleted those who attained the GED on exit.

Table 24 shows that those who attended the most made significant gains in reading and math literacy scores. However, there was also significant gain in math scores by the low attenders; one can only speculate on the reasons for this. In contrast to reading and writing, where gains come through continued practice, mathematics concepts are more intuitive, and learning may not be as dependent on attendance. With respect to the effect of the GED group on test scores generally, the results were as predicted: when test scores were controlled for GED completion, the overall entry scores of those who did not complete a GED were lower, and their percentage gain was higher from entry to exit.

Table 24
Literacy Scores (TABE) by Attendance (minus GED)

Subject	Entry Mean	Exit Mean	Gain/Loss
Low (1-39 days)			
Read	9.03	9.67	+.64
Writing	6.5	7.67	+1.17
Math	6.71	8.94	+2.23***
High (81-150+ days)			
Read	6.99	8.74	+1.75**
Writing	6.9	7.88	+ .9
Math	6.6	8.42	+1.83***

$^{**}p < .05$ $^{***}p < .01$

Table reads: High attendance was statistically significant in increased literacy scores in the areas of reading and math. Math score increases were also statistically significant for those who attended lesser numbers of days.

• **Entry/Exit Core Competency Levels**

Given the discomfort that many ABE instructors express with regard to reliance on standardized tests as the sole measure of an adult's basic skills progress, it is not surprising that the trend toward use of core competency levels at both entry and exit, is growing in the entire adult education field. Competency levels can be measured by qualitative and alternative assessment tools, such as writing samples or portfolios, and in the eyes of many are thus a more realistic estimate of progress, or lack thereof.

For the 1993-94 program year, the Even Start Office provided guidelines for use of core competency levels including roughly equivalent grade levels, and recommended that other measures, such as writing samples and portfolios, be used in addition to standardized tests, to achieve a more well-rounded assessment (see Appendix C) .

As Table 25 indicates, competency scores increased for the sample group between entry and exit in the 1993-94 Even Start program. The actual point gain may seem small, but the narrow 1-4 range (with the score of 4 equal to attaining the GED) means that even small gains are important.

Table 25
Entry/Exit Core Competency Levels (n=109)

Subject	Entry Mean	Exit Mean	Gain/Loss
Reading	2.93	3.46	+.53
Writing	2.34	3.14	+.8
Math	2.26	2.9	+0.64**

$^{**}p < .05$

Table reads: Core competency levels increased between entry and exit in all subjects. Gains in math competency scores were statistically significant.

As with the standardized test scores, researchers wished to see if attendance made a difference in increasing competency scores at exit. As Table 26 shows, when scores are controlled by high or low attendance, it appears not to make any appreciable difference: the scores went up in either case. The only area in which attendance showed a statistically significant increase in competency scores was in writing.

Table 26
Entry/Exit Competency Scores by Attendance

	Entry Mean	Exit Mean	Gain/Loss
Low Attendance (1-39 days)			
Reading	2.92	3.13	+.21
Writing	2.41	3.03	+.62
Math	2.29	2.8	+.51
High Attendance (81-150+ days)			
Reading	2.83	3.59	+.76
Writing	2.23	3.0	+.8**
Math	2.21	2.56	+.35

$^{**}p < .05$

Table reads: Core competency levels increased for both those who attended fewer as well as those who attended greater numbers of days. High attendance was statistically significant in writing competency gains.

VI. EFFECTS OF EVEN START: PARENTING BEHAVIORS AND ATTITUDES PRE-POST FINDINGS AND ANALYSIS

Introduction

One of the primary goals of Washington Even Start is to increase the parenting skills of participants. Prior to this evaluation project, however, parenting skills and attitudes had not been assessed at intake or exit. One reason for lack of assessment is that whereas all local Even Start programs focus on parenting, each of the eighteen sites emphasizes different elements in its curriculum. In 1992 and 1993 evaluators met with Washington Even Start state staff and program coordinators to determine their parenting program goals and emphases. Evaluators also reviewed Washington Even Start site-developed assessment measures, as well as relevant national measures and parenting assessment literature. Six general areas for assessment were identified from these meetings and sources:

- Parents' activities with their child
- Parents' involvement in their child's school program
- Parents' use of outside resources
- Parents' knowledge about child development
- Parents' views about education
- Parents' personal well-being

As none of the materials reviewed were inclusive of all the designated areas, it was decided to develop a parenting measure specifically for Washington state Even Start incorporating ideas from all the above sources. During the 1992-1993 school year the measure was designed, field tested, and revised based on field test findings. It has not been normed with other respondents.

During the 1993-1994 school year the parenting measure was administered as an intake and again as an exit interview by a staff member at each site. More than half of the questions describe a particular parenting behavior; to which parents report their degree of participation. The remaining questions ask for opinions about parenting to which respondents parents are requested to respond with their degree of agreement or disagreement. Parents were asked to add their comments, if any, after each of the sections. Comments usually repeated a response to a multiple choice question; therefore, although they might be useful to individual teachers, they are not included in the following aggregate discussion. Parents were also asked their parenting goals at the start of the program and their parenting accomplishments at the end of the year. During the program school year of 1993-1994 of the 466 parents enrolled, 424 completed the entry interview. Of these 188 completed the end of the year interview.

As for all other sections of this study, and as has been stated elsewhere, for purposes of analysis of the Parenting Interview, the responses of the sample of 134 parents who completed all entry/exit measures was analyzed: Intake; Literacy Testing; Parenting Interview; and either Parent-Child Assessment or Teacher-Child Assessment. (See Appendix D for the full set of questions asked respondents, and Appendix B for the supporting documentation for selection of the sample group.) Analysis included a T-test comparison between entry and exit means for each question of the matched set. *The parenting findings reported are based on the self-report of the respondents, and have not been independently verified by the research team.*

Following are seven sections describing the parenting interview findings: responses to the open ended questions on parenting goals and accomplishments; parent-child activities; involvement in child's school, use of outside resources, knowledge of child development, opinions about education, and personal well-being.

• Parenting Goals and Accomplishments: Open-Ended Questions

Entering parents were asked their goals in the area of parenting and self-improvement for the upcoming Even Start year, and what they felt they had accomplished upon exit. A qualitative assessment of the responses to these open-ended questions indicates that most parents felt they had accomplished their parenting goals. The influence of the site coordinator in conducting this interview was clearly apparent, as many respondents in a particular site focussed on the same goals, using identical descriptors. Of the study sample group of 134 parents, 103 completed the goals and accomplishments sections of the interview. Primarily in the ESL sites, the language gap may have made it difficult for the parent to comprehend these open-ended questions. Some may have felt that questions about goals and objectives were too personal to describe, especially to someone who one was meeting for the first time.

The following themes were repeatedly identified as goals at the start of the program, and as accomplishments at the end of the program. For most goals a similar percentage of parents identified a particular item as goal and an accomplishment. Reading more to children was the most frequently cited area. An individual examination of these responses to see whether particular parents achieved their own goals is an area for future study.

- Learning new ways to discipline children
- Reading more to children
- Being better able to help children with homework
- Being better able to relax and control one's temper
- Having better self-understanding and self-esteem
- Being better able to communicate with children's teachers

• **Parent-Child Activities Together**

At intake and exit parents were asked about their involvement with their child in the areas of talking about and doing various home activities, and providing literacy role models or opportunities. Most parents in Washington Even Start reported at entry that they did all these activities "often" (defined as 1 or more times weekly). It was therefore very difficult for the exit instrument to demonstrate much improvement, even if improvement did actually occur.

Of the nine questions in this area, six sets of pre/post means were not statistically significantly different. These six responses were virtually identical at entrance and at exit. It may be that parents are concerned that staff will think less of them, or even think them poor or "bad" parents and report them to agencies such as Children's Protective Services, unless they report high frequency of involvement in parent-child activities.

Three questions in this section showed statistically significant improvement comparing pre/post responses. Parents increased significantly in how often they reported that they read with their child; how often they reported participating with their child in activities like playing games, going on picnics, and going to the library; and in the amount of time they reported using concepts like shapes (circles, triangles, squares) or ideas (like "before-after", up-down", "big-little) when talking to their child. These findings are encouraging for Even Start as each of these areas is an important indicator of parent involvement in activities which will support children's development, particularly in the literacy and pre-literacy areas.

The questions in this section have multiple choice responses. (See Appendix D for actual questions asked.) The responses were coded as a number which then allowed a mean and standard error to be calculated for each question. For instance for Table 27, a mean of 2.5 should be read as the average score for this response was halfway between "Sometimes" and "Often." Percentages of responses for each category are also shown. The last column indicates whether there was a gain, loss, or no change at exit over entry. A T-test comparison between the entry and exit scores of the matched set was completed for each question; statistically significant changes are also shown on the table.

Response	Code
Does Not Apply (defined as child too young)	X (Cases Not used in Analysis)
Seldom (defined as several times a year)	1
Sometimes (defined as 2-3 times monthly)	2
Often (defined as 1 or more time weekly)	3

Table 27
Summary of Parent-Child Activities (n=134)

Activity		Mean	(1) Seldom	(2) S'times	(3) Often	Gain Loss
Do activities together (games, picnics, etc.)	Entry	2.4	11%	36%	53%	+ ***
	Exit	2.6	4%	31%	65%	
Read w/child	Entry	2.4	12%	30%	58%	+ *
	Exit	2.6	5%	30%	65%	
Talk using concepts (circles, up-down)	Entry	2.2	18%	41%	41%	+ *
	Exit	2.4	11%	36%	53%	
Talk about school	Entry	2.8	3%	15%	82%	NC
	Exit	2.8	4%	16%	80%	
Talk about numbers (phone number, etc.)	Entry	2.5	6%	39%	55%	NC
	Exit	2.5	7%	36%	57%	
Talk about letters (reading labels, etc.)	Entry	2.4	11%	37%	52%	+
	Exit	2.5	8%	38%	54%	
Child sees parent reading or writing	Entry	2.7	3%	26%	71%	NC
	Exit	2.7	5%	20%	75%	
Parent helps child with homework	Entry	2.6	6%	27%	67%	NC
	Exit	2.6	3%	31%	66%	
Share home tasks (dishes, etc.)	Entry	2.5	8%	34%	58%	NC
	Exit	2.5	9%	29%	62%	

* $p < .10$ ** $p < .05$ *** $p < .01$

Table reads: Parents reported high involvement in parent-child activities; some activities show statistically significant increases at exit over entry.

The numbers and kinds of reading materials available for reading or looking at by the child are an important indicator of the kinds of literacy role modeling occurring in the home. As noted in table 28, at exit or end of year parents reported large increases in the numbers of books, magazines, and newspapers in their homes. Whereas it is unknown whether parents or children were reading these materials it is encouraging to see the large increases in reported availability of reading materials.

Table 28 Reading Materials in the Home (n=134)			
Type of Reading Material	**Entry %**	**Exit %**	**Gain/Loss**
1-2 books	10%	5%	- 5%
or 3-9 books	16%	13%	- 3%
or 10 or more books	71%	79%	+ 8%
Magazines	56%	69%	+ 13%
Newspapers	47%	58%	+ 11%
T.V. Guide	37%	41%	+ 4%
Comic books	25%	27%	+ 2%
Other reading material	67%	59%	- 8%
None	0%	1%	- 1%
Percentages do not equal 100%. Multiple answers possible.			
Table Reads: Parents reported increased numbers of reading materials in their homes at exit over entry in almost all categories.			

• Parent's Involvement in Child's School

Parents were asked six questions concerning frequency and type of involvement in their child's school in the last year. At entry the average responses for this section were lower than for any other in the interview. At exit parents reported the strongest gains in this area of the interview. The changes at exit over entry throughout this section showed numerous statistically significant shifts to reported increased parental involvement in areas such as volunteering, attending parties at school, visiting classrooms, and participating in parent organizations. The most frequently reported activity at entry and exit was attending a parent-teacher conference. These are positive findings for Even Start as parental involvement is linked with children's school success.

It can be speculated that if teachers perceive parents as supportive, they may invest more energy in the teaching of their children and tend to see those children in a more positive light. Parents also may gain by the experience of participating in the classroom: understanding what their children are studying and therefore being better able to assist them.

Two questions in this section required yes/no responses, and therefore are reported accordingly in Table 30. (See Appendix D for actual questions asked.) The "Does Not

Apply" response for the parent involvement section was very frequently re-marked "Never" by respondents. Because of this, the "Does Not Apply" responses were included in the analysis of change from entry to exit. For Table 29, a mean of 1.6 is about halfway between "Never" and "Sometimes." Thus for Table 29:

Response	Code
Does Not Apply (defined as never)	1
Seldom (defined as several times a year)	2
Sometimes (defined as 2-3 times monthly)	3
Often (defined as 1 or more time weekly)	4

Table 29
Parent's Involvement in Child's School (n=134)

Activity		Mean	(1) Never	(2) Seldom	(3) S'times	(4) Often	Gain/ Loss
Visited child's class	Entry	1.9	13%	21%	30%	36%	+ ***
	Exit	2.2	4%	17%	31%	48%	
Participated in parent organization	Entry	.6	58%	27%	11%	4%	+ ***
	Exit	.9	46%	29%	15%	10%	
Attended school events	Entry	1.5	25%	24%	27%	24%	+ ***
	Exit	1.9	12%	20%	37%	32%	
Volunteered in class	Entry	1.3	32%	23%	26%	19%	+ *
	Exit	1.6	22%	25%	28%	25%	

$^{*}p < .10$ $^{**}p < .05$ $^{***}p < .01$

Table reads: Parents reported increased involvement with their child's school at exit over entry by a statistically significant amount in all areas.

Table 30 Parent's Involvement in Child's School: Yes/No Questions (n=134)			
		Entry	Exit
Attended parent-teacher conference	Yes No NA	64% 11% 25%	85% 6% 9%
Participated in school's advisory board	Yes No NA	7% 53% 40%	15% 45% 40%
Table reads: Parents reported increased school involvement at exit over entry.			

• Parent's Use of Outside Resources

Parents were asked about their use of outside resources. At entry almost 60 percent of the sample group of parents stated that they consulted medical resources more than once yearly; at exit two thirds of parents stated they consulted more than once yearly, a statistically significant increase. Whereas at exit parents had increased the frequency with which they read about parenting, that increase was not statistically significant. (See appendix D for actual questions asked.)

Table 31 Using Outside Resources (n=134)							
Resource	**Mean**	**(1) Never**	**(2) When Ill**	**(3) Year or Less**	**(4) Yearly**	**(5) Year or More**	**Gain/ Loss**
Medical resource	Entry 4.0 Exit 4.3	0% 1%	26% 17%	3% 2%	13% 13%	58% 67%	+ *
Resource	**Mean**	**(1) Never**	**(2) Few X Yearly**	**(3) 1-3 X Mo.**	**(4) Weekly or More**		**Gain/ Loss**
Parenting Reading	Entry 3.8 Exit 4.0	15% 9%	18% 17%	41% 43%	26% 31%		+
* $p < .10$ ** $p < .05$ *** $p < .01$							
Table reads: Parents reported increased use of outside resources at exit over entry.							

• **Parent's Knowledge of Child Development**

Parents were asked their opinions and knowledge of child development. Responses to most questions indicated parents had considerable knowledge of how children develop. As most of these responses were extremely high at entry there were virtually no changes in three of the four questions. To the question "Younger children (ages 2-4 years) learn more easily by playing than by listening to instructions", a statistically significant number of parents moved toward an "Agree Strongly" response. This is a positive finding for Even Start as it may indicate that parents' increased belief that their young children learn more easily through play may translate into more developmentally appropriate parenting.

Responses in this section ranged in a 4 point scale from "Strongly Disagree to Strongly Agree." For some questions "Strongly Agree" was the optimal response, others "Strongly Disagree." For purposes of Table 32 questions have been re-stated to have "Strongly Agree" the optimal response. (See Appendix D for actual questions asked.) For Table 32, a mean of 3.4 is about halfway between "Agree Somewhat" and "Agree Strongly."

Table 32
Parents' Child Development Knowledge (n=134)

Opinion	Mean	(1) D'agree Str'gly	(2) D'agree S'what	(3) Agree S'what	(4) Agree Str'gly	Gain/ Loss
Children 2-4 cannot sit still for long periods	Entry 3.2 Exit 3.2	3% 5%	22% 13%	27% 37%	48% 45%	NC
Children 2-4 learn by playing	Entry 3.4 Exit 3.6	1% 2%	6% 5%	39% 25%	54% 68%	+ *
Children 2-8 should not stay home alone	Entry 3.8 Exit 3.8	4% 4%	1% 0%	5% 6%	90% 90%	NC
It isn't O.K. to put misbehaving child in room for an hour	Entry 2.6 Exit 2.4	22% 20%	23% 22%	29% 36%	26% 22%	-

$^{*}p < .10$ $^{**}p < .05$ $^{***}p < .01$

Table reads: Parents reported high knowledge of child development theory.

• Parent's Opinions About Education

More than three quarters of the parents in the study sample agreed strongly with five of the seven statements concerning the importance of education and their own child's potential for doing well in educational settings. About a third of these parents agreed strongly that it was very important that their child graduate from college, and about half that it was very important that their child receive good grades. At exit all percentages in this section were virtually identical to those at entrance.

Responses in this section ranged in a 4 point scale from "Strongly Disagree to Strongly Agree." (See Appendix D for actual questions asked.) For Table 33, a mean of 3.4 is about halfway between "Agree Somewhat" and "Agree Strongly."

Table 33
Parent's Opinions About Education (n=134)

Opinion		Mean	(1) D'agree Str'gly	(2) Disagree S'what	(3) Agree S'what	(4) Agree Str'gly	Gain Loss
Important my child graduates from hi school	Entry	3.9	1%	1%	1%	97%	NC
	Exit	3.9	0%	1%	6%	93%	
Child can graduate from high school	Entry	3.9	0%	0%	12%	88%	NC
	Exit	3.9	1%	0%	10%	89%	
Parents have influence on school performance	Entry	3.9	0%	1%	11%	88%	-
	Exit	3.8	1%	0%	14%	85%	
Child can do well in school	Entry	3.8	0%	1%	20%	79%	NC
	Exit	3.8	0%	1%	19%	80%	
Child can succeed in ed. after high school	Entry	3.8	0%	1%	23%	76%	NC
	Exit	3.8	0%	1%	23%	76%	
Very important my child receives good grades	Entry	3.4	1%	2%	47%	50%	NC
	Exit	3.4	0%	6%	49%	45%	
Very important my child finishes college	Entry	3.1	2%	13%	54%	31%	+
	Exit	3.2	0%	12%	54%	34%	

$^{*}p < .10$ $^{**}p < .05$ $^{***}p < .01$

Table reads: Parents reported believing strongly in the value of education and in their children's educational potential at entry and exit.

• **Parent's Personal Well-Being**

Parents were asked to rate their personal well-being over the past two weeks responding to a four point scale ranging in responses from "Never" to "Always." For some questions "Never" indicated positive well-being, others "Always." (See Appendix D for actual questions asked.) For purposes of Table 34 questions have been re-stated to have "Always" be the indicator of greatest well-being. Thus for this table a mean of 3.4 is about halfway between "Often" and "Always Agree." Questions concerning parents' personal well-being resulted in almost identical responses at entry and exit, with no questions showing a statistically different response at exit. From these responses it appears that Even Start parents tended to feel good about their well being; furthermore, that their well being stayed about the same throughout the year.

Table 34
Parent's Personal Well-Being (n=134)

Opinion	Mean	(1) Never	(2) Rarely	(3) Often	(4) Always	Gain Loss
Felt Positive about my child's future	Entry 3.4 Exit 3.4	2% 1%	4% 6%	44% 44%	50% 49%	NC
Felt in control of my own future	Entry 2.9 Exit 3.0	6% 1%	22% 27%	39% 47%	33% 25%	+
Felt people have given me chances to be successful	Entry 3.0 Exit 3.0	10% 5%	25% 26%	24% 37%	41% 32%	NC
Wasn't frustrated by parental responsibilities	Entry 2.4. Exit 2.4	14% 15%	45% 40%	29% 38%	12% 7%	NC
Felt life was going just great	Entry 2.7 Exit 2.7	6% 2%	33% 33%	45% 54%	16% 11%	NC

$^{*}p < .10$ $^{**}p < .05$ $^{***}p < .01$

Table reads: Parents reported generally positive and stable well-being at entry and exit.

VII. EFFECTS OF EVEN START: CHILD SKILLS FINDINGS AND ANALYSIS

Introduction

Washington State Even Start programs provide direct services to adults through literacy and parenting classes. Additionally, one of the primary goals of Even Start is to increase the likelihood of school success for the target child (defined as a child participating in an at-risk educational program for children ages three to eight years). At-risk programs included Head Start, ECEAP, Special Education, Chapter I, ESL, and community college cooperative preschools. Parents with children of other age ranges may participate in Even Start on a space-available basis.

Even though Washington State Even Start does not typically provide direct services for children, nor contract for those services, positive effects on children's skills are anticipated. However, it is difficult to assess the children's progress in any systematic way because providers of the children's services operate under their own rules and with their own evaluation methods. Thus in order to obtain information on child progress, it was decided to query the entering parent and the teacher in whatever program the child was enrolled using questionnaires developed for Washington Even Start (questionnaires were developed and field tested during the 1992-1993 school year).

During the school year of 1993-1994 parents and teachers completed child questionnaires. The Entrance Child Behavior Questionnaire (Teacher Version), was designed for the child's teacher to complete. The Entrance Child Behavior Questionnaire (Parent Version), was designed for the child's parent to complete. In addition, during interviews, at entry parents were asked their goals for their child, and at exit accomplishments their child had achieved.

As for all other sections of this study, for purposes of analysis of the child measures, the responses of the sample group of 134 parents who completed all entry/exit measures was used: Intake; Literacy Testing; Parenting Interview; and either Parent-Child Assessment or Teacher-Child Assessment. *The findings reported in this section are based on the reports of respondents and have not been independently verified by the research team.* (For the actual questionnaires used, see Appendix D.)

Both parents and teachers ranked children on a three point scale (1=Needs to Improve, 2=About Average, 3=Very Good), comparing each child's skills with a child of average development at the same age. The scale translated to a three point code allowing for statistical analysis of potential changes between entry and exit. Thus a mean listed on the following tables as 2.5 is half way between "About Average" and "Very Good." Percentages of responses for each category are also listed. Additionally, a gain (+),

loss (-), or no change (NC); and statistical significance, where appropriate, is listed. Level of significance was measured by a T-test comparison between the entry and exit responses of the means for each question. The actual point gains may seem small, but the narrow 1-3 range means that even small gains are important.

• Duration of Child Program

The number of months between entry and exit responses ranged from 2 to 8 months during the 1993-1994 school year. The actual number of hours of service children received varied greatly from program to program.

• Ages of Target Children

Parents and teachers reported that close to seventy percent of the children in Washington Even Start were within the expected Even Start target ages (2.5 - 8 years). The largest number of target children in the subset were in the preschool age range of 2.5 to 6 years of age. About thirty percent were outside the target age. Whereas Even Start allows parents with target children of other ages to participate on a space available basis, this large percentage may point to an area for future administrative action.

Table 35
Ages of Children at Entry and Exit (n=134)

Child's Age	Entry	Exit
Birth - 2.4 years	11%	8%
2.5 - 6.0 years	59%	59%
6.1 - 8.9 years	10%	8%
9.0 - 14.9 years	17%	21%
15.0 -19.9 years	3%	4%

• Parents' View of Child Goals and Accomplishments: Open-Ended Questions

Entering parents were asked their goals for their children for the upcoming Even Start year, and what they felt their child had accomplished upon exit. (These questions asked the parent to focus on the qualifying child; however, many parents responded to the question in terms of all of their children.) A qualitative assessment of the responses to

these open-ended questions indicates that generally parents felt that their children had accomplished the goals their parents had articulated at the onset. Parents reported their preschool children showed gains in the areas of school readiness and social skills. Parents reported their school-age children had made gains in social skills, study habits, school performance, and showing respect to teachers and parents.

• Changes from Entry to Exit in Parent and Teacher Responses

Parents

Parents were asked to assess their children's skills in comparison to other children of the same age on the same eleven areas at entrance and exit. They rated their children very similarly at both times. For all questions, except for those in academics for school-age children, parents rated children's skills as at or above average. Whereas they reported slight gains at exit, these gains were not statistically significantly different except in the area of children's self esteem.

The similarity of entry and exit ratings may indicate that parents believed changes had not occurred, or that children had not made gains relative to normal child development for their age. However, in light of the rather large increases in skills reported by the teachers (see next section), researchers speculate that the similarity between parents' entrance and exit ratings may reflect greater parental knowledge of normal child development at the end of the program. Possibly by the end of the program parents had a more realistic sense of the children's skills in relation to typical development. This knowledge could have been gained through learning in the parenting class, and/or through participation in children's school programs (as described in the Parenting Interview portion of this report).

Table 36
Mean Parent Entry/Exit Child Behavior Summary (n=134)

Skill	Mean	Needs to Improve	About Aver.	Very Good	Gain/ Loss
Social skills w/children	Entry 2.2 Exit 2.3	27% 15%	31% 42%	42% 43%	+
Social skills w/adults	Entry 2.2 Exit 2.2	24% 24%	34% 34%	42% 42%	NC
Child's speech	Entry 2.2 Exit 2.4	23% 20%	33% 26%	44% 53%	+
Understanding other's speech	Entry 2.4 Exit 2.5	12% 7%	39% 37%	49% 56%	+
Physical development	Entry 2.6 Exit 2.6	5% 5%	35% 27%	60% 68%	NC
Staying focussed	Entry 2.0 Exit 2.0	30% 31%	45% 40%	25% 28%	NC
Self help skills	Entry 2.5 Exit 2.6	12% 7%	25% 30%	60% 62%	+
Self esteem	Entry 2.1 Exit 2.3	24% 14%	37% 40%	37% 46%	+ **
For school-aged children only (n=44)					
Reading skills	Entry 1.6 Exit 1.7	61% 54%	21% 20%	18% 27%	+
Writing skills	Entry 1.7 Exit 1.7	50% 53%	26% 26%	24% 21%	NC
Math skills	Entry 1.9 Exit 1.9	33% 32%	41% 44%	26% 24%	NC

* $p < .10$ ** $p < .05$ *** $p < .01$

Table reads: Parents rated children's skills at or above average in all areas except academics. Responses changed only slightly from entry to exit.

Teachers

Teachers were asked to assess the children's skills in comparison to the typical development of other children the same age at entrance and exit. Whereas they rated children's skills as below average or average in all areas at entry, they rated children's skills as average or above average (except with academic skills for the school age children) at exit. Many changes were statistically significant. Teachers reported gains in the academic areas, but because most of the children were in the preschool age range and were not rated on academics, the sample size was quite small, and the gains were not statistically significant.

Table 37: Mean Teacher Entry/Exit Child Behavior Summary (n=134)					
Skill	**Mean**	**Needs to Improve**	**About Aver.**	**Very Good**	**Gain/ Loss**
Social skills w/children	Entry 1.8 Exit 2.1	39% 29%	39% 37%	22% 34%	+ **
Social skills w/adults	Entry 2.0 Exit 2.2	26% 23%	50% 38%	24% 39%	+ *
Child's speech	Entry 1.9 Exit 2.1	31% 27%	45% 39%	24% 34%	+
Understanding other's speech	Entry 2.2 Exit 2.4	14% 9%	56% 45%	30% 46%	+ ***
Small muscle development	Entry 2.0 Exit 2.3	22% 10%	50% 48%	28% 42%	+ ***
Large muscle development	Entry 2.1 Exit 2.3	16% 7%	57% 57%	27% 36%	+ **
Staying focussed	Entry 1.9 Exit 2.1	34% 28%	39% 34%	27% 38%	+
Cognitive development	Entry 2.0 Exit 2.1	27% 22%	47% 49%	26% 29%	+
Self help skills	Entry 2.0 Exit 2.3	25% 18%	49% 38%	26% 44%	+ **
Self esteem	Entry 1.9 Exit 2.0	33% 30%	44% 40%	23% 30%	+
For school-aged children only (n=44)					
Reading skills	Entry 1.3 Exit 1.4	71% 68%	26% 27%	3% 5%	+
Writing skills	Entry 1.3 Exit 1.4	77% 62%	20% 33%	3% 5%	+
Math skills	Entry 1.4 Exit 1.6	60% 48%	40% 47%	0% 5%	+
* $p < .10$ ** $p < .05$ *** $p < .01$					
Table reads: Teachers rated children's skills at or below average at entrance. At exit there were statistically significant positive changes in most areas.					

• Differences Between Parent and Teacher Responses

The comparison of the Teacher and Parent Child Behavior questionnaires elicited interesting results. Parents and teachers assessed the skills of the children very differently. At entry parents rated their children's skills higher than did teachers on every question. In fact, parents tended to rank their children's skills as above average in most areas, whereas teachers average or below. For the school-aged children, parents rated skills in the academic areas as below average at entry and exit. Teachers also rated school aged children's academic skills as below average at entry and exit, but rated them lower than parents did.

Only in the area of child's self esteem did parents' exit responses change significantly from their entry responses. However, in numerous areas teachers' ratings significantly changed in a positive direction.

These rather large discrepancies between parent and teacher responses are unexplained by the data, but the researchers speculate that they may be a result of differences in knowledge about what is typical development or differences in knowledge about the particular child. These discrepancies may have important programmatic implications in the area of parenting knowledge of normal child development. They also have implications for how Washington Even Start obtains evaluation data on target children's progress in the future. If the program administrators choose to rely on parent or teacher data alone they may miss some significant outcomes.

Table 38
Comparison Teacher/Parent Entry Child Behavior Means (n=134)

Skill	Entry Parent	Entry Teacher	Difference
Social skills w/children	2.2	1.8	.4 ***
Social skills w/adults	2.2	2.0	.2 **
Child's speech	2.2	1.9	.3 ***
Understanding other's speech	2.4	2.2	.2 **
Small muscle development	*Combined* 2.6	2.0	.6 ***
Large muscle development		2.1	.5 ***
Level of staying focussed	2.0	1.9	.1
Cognitive development	*Not asked*	1.99	------
Self help skills	2.5	2.0	.5 ***
Self esteem	2.1	1.9	.2 **
For school-aged children only (n=42)			
Reading skills	1.6	1.3	.3
Writing skills	1.7	1.3	.4 ***
Math skills	1.9	1.4	.5 ***
* $p < .10$ ** $p < .05$ *** $p < .01$			

Table reads: At entry parents assessed children's skills statistically significantly higher in almost all areas than teachers did.

Table 39 Comparison Teacher/Parent Exit Child Behavior Means (n=134)			
Skill	**Parent Exit**	**Teacher Exit**	**Difference**
Social skills w/children	2.3	2.1	.2 **
Social skills w/adults	2.2	2.2	NC
Child's speech	2.4	2.1	.3 ***
Understanding other's speech	2.5	2.4	.1
Small muscle development	*combined* 2.6	2.3	.3 ***
Large muscle development		2.3	.3 ***
Level of staying focussed	2.0	2.1	.1
Cognitive development	*not asked*	2.1	----
Self help skills	2.6	2.3	.3 ***
Self esteem	2.3	2.0	.3 ***
For school-aged children only (n=31)			
Reading skills	1.7	1.4	.3 *
Writing skills	1.7	1.4	.3
Math skills	1.9	1.6	.3 *
* $p < .10$ ** $p < .05$ *** $p < .01$			
Table reads: At exit teacher and parent ratings were significantly different in seven areas.			

[illegible].20

VIII. CONCLUSIONS

This section includes suggestions and recommendations for Even Start program administrators and others interested in strengthening the evaluation of family literacy programs. All conclusions are based on an in-depth analysis of a sample of 134 participants in the 1993-94 Washington Even Start program year for whom all intake and exit data were complete. This section is not designed to stand alone. Readers are requested to refer to the back-up information and analysis in the body of this report to support the recommendations.

OVERALL

1. Completion Rate

Collecting the amount of evaluation data required of this study was a new experience for most of the program staff. Evaluators worked with coordinators in the assessment project planning stage, and trained them in the administration of the measures in a one-day training session. (Two sites were not represented at any of the planning sessions and two did not participate in the training.) Evaluators were very impressed with the completeness and accuracy of most of the data collected. However, there were some site-by-site variations in assessment measure completion rates. Data from three of the eighteen sites was not included in the in-depth study sample because no participants had completed the minimum required pre/post measures. Two sites occasionally used earlier versions with missing or different questions, and a few sites used entry forms for both exit and entry, thus missing important exit questions. Some of these variations occurred in ESL sites where staff had a more difficult time completing interviews because bilingual aides were required in interviewing.

Whereas evaluators recognize it is time consuming to complete evaluation measures accurately, doing so is the only way to determine whether Even Start is working and thus be able to garner support for continued funding and expansion. Evaluators recommend that completion of assessment measures be a requirement in all renewed contracts; and that required yearly training in implementation of assessment and data collection at sites be provided by Even Start staff.

2. Completion of Assessment as Interview

The Intake, Goals and Assessment, Parenting Measure, and Parent-Child Measure were to be completed as interviews. This was a time-consuming process, but as Even Start participants have low literacy skills it was necessary in order to assure accurate completion of questionnaires. Furthermore, coordinators reported gaining much insight into the needs of participants

through this process. However, a few sites had parents complete these forms by themselves. This was often obvious to the evaluators due to the difficulties parents had in writing. When parents completed surveys independently, they often left sections or questions out, appeared to misunderstand questions, and completed open-ended questions in ways that were not understandable to the evaluators. Evaluators, therefore, highly recommend that surveys continue to be completed as interviews.

3. Intake Dates

From the assessment data, it was apparent that parents started and ended the program during every month of the year. Because of this, some parents completed intake measures as late as April or May, and then completed exit data in May or June. This short duration clearly gave parents a much poorer chance to achieve improvement by exit. In light of this, researchers recommend that Even Start review its policy of open enrollment.

BASIC SKILLS AND LITERACY

4. Skills Levels of Participants

Entry literacy scores in writing and math were within the mandated level (below eighth grade) but reading scores were close to 9th grade level. Furthermore, two-thirds of respondents said they had completed 10th grade and higher. Evaluators recognize that grade completion and skill levels do not automatically equate with one another; nonetheless we recommend more careful scrutiny of the skill levels of all entering adults to be sure that the program serves those most in need of its services.

5. Literacy Testing

Washington Even Start is mandated to do pre- and post-testing using standardized literacy tests for all adult participants. Evaluators found that testing was not given the same attention at every site and that this was particularly so with respect to exit testing. While evaluators recognize that those who exit the program abruptly are not always available for exit testing, we recommend that coordinators be directed to make a concerted effort to do entry and exit testing wherever possible. Absent this, it is not possible to draw conclusions on the effects of Even Start on basic skills acquisition.

Research findings from this study further indicate problems that stem from allowing site coordinators leeway in the type of standardized test chosen. Tests used are not comparable with one another. Thus overall gains/losses in basic skills acquisition cannot be compared from one site to another, much less compared with programs in other states or with Federal Even Start's national evaluation. Evaluators recommend that Even Start review its policy of

coordinator choice in type of test used. (Currently, TABE is the literacy test most commonly used by Even Start sites.) As long as standardized tests are mandated, Even Start should consider using the same test in all sites, with the possible exception of ESL sites, where one preferred ESL could be used. Evaluators recognize that this recommendation would lead to less site-by-site flexibility, but feel the benefits of generalizability across the system outweigh this possible problem.

6. Competency Scores

The use of core competency levels in assessing adult participants is, in the view of evaluators, a positive way to move beyond sole reliance on standardized literacy tests to measure gains in adult basic skills. Based on data gathered for this study, however, we find that Even Start coordinators do not use any agreed-upon criteria and standards in making these competency estimates beyond the general suggestions provided by the Office of Adult Literacy (see Appendix C).

Evaluators recommend that in order for competency levels to be a useful assessment tool, they should be used at all sites at entry and exit for all participants, and that a clear set of detailed definitions and criteria be established for coordinators to follow, and yearly training be provided. As a first step, coordinators should specify in writing the criteria they use for each competency (ESL, reading, writing, math). Even Start administrators could then synthesize a set of core competencies which coordinators would be expected to follow in the future. Only in this way will these competency levels have meaning across the Even Start system.

7. Goals and Accomplishments

An innovative aspect of this evaluation study was the set of three open-ended questions asked regarding participant goals and accomplishments in the areas of basic skills, parenting and self-improvement, and child progress. Evaluators believe that useful qualitative information was gained through this process.

Evaluators recommend, accordingly, that Washington Even Start include an open-ended goals/accomplishments section (without any prompting or suggestions by the interviewer) as part of intake and exit for all adult participants in the three core areas of the program. We believe that data gathered in this way will encourage instructors to customize their curriculum to meet articulated needs and that over time the program will be able to lessen reliance solely on quantitative assessment measures.

8. Career Exploration and Job-Related Skills

Research findings based on the qualitative assessment of the intake goals sections showed that many adults focused on obtaining job skills, often related to specific career goals. Yet on exit, few indicated they had acquired these. While numbers obtained employment, comments indicated that in many cases these were entry-level, minimum wage jobs.

Evaluators recommend that Washington Even Start consider expanding the basic skills and parenting curriculum to include career exploration and job-related skills that will serve as better preparation for those wishing to move to higher level occupations upon completion of the Even Start program. If limited resources militate against this change, it should at least be made clear to participants that acquisition of job and career skills is not a portion of the regular curriculum.

9. Learning Disabilities

Evaluators emphasized throughout this study that the large numbers of adults who reported they had been told they had learning disabilities does not reflect any definitive determination that such disabilities do in fact exist in this population. Nonetheless, the fact that over one third of adults responded that they had been told they had learning disabilities, however this question was understood, raises an important issue for Even Start teachers and instructors.

Evaluators recommend that Even Start provide training to program instructors and coordinators on ways to recognize possible learning problems in both children and adults, and to assist them by providing information on appropriate referrals for assessment and testing. Furthermore, we recommend that instructors receive training in different learning styles of <u>all</u> participants, and be encouraged to use different modes of teaching and instruction to respond to the variety of adult and child learning styles in their programs.

PARENTING BEHAVIOR AND ATTITUDES

10. Completion of Parenting Measure

Whereas parenting is a core component of Washington Even Start, prior to completion of this study parenting was not assessed. Evaluators recommend that even though parenting skills and attitudes are difficult to measure, enhancement of parenting is a key component of Even Start and therefore it is critical these aspects be assessed. Researchers recommend that in order to make the measure easier to administer, it be revised, shortened in some places, expanded in others and that the response scale be revised.

11. Timing of Parenting Interview

Parents responded at the top of the scale at intake to some sections of the interview, thus positive change, if it existed, could not be measured at exit. Evaluators speculate that parents may have been concerned that staff would think them "bad" parents if they did not respond positively at the outset. Evaluators thus recommend that in order to build rapport, staff wait until they have seen parents in several classes before doing interviews. Further, we recommend that staff discuss the fact that many parents are unable to do very many of these things "often," "sometimes," etc., in order to help parents be comfortable in being more realistic in their self assessments. Staff would need further training in order to become proficient in this.

12. Sections of the Interview

All sections of the interview elicited interesting results, many of which have important parenting program implications. For instance, parent involvement in children's schools was low at the beginning of Even Start. By the end of the program parents had increased their school involvement significantly. To capture these kinds of changes, researchers recommend that all current sections be kept in the entry and exit interview.

CHILD SKILLS

13. Ages of Target Children

Parents and teachers were asked the ages of the target child and responses indicated that only 67 percent of the children were within the target age range for Washington Even Start (ages 2.5 through 8 years old). Eight percent were below this age, and 25 percent were above this age. Whereas Even Start allows parents with target children of other ages to participate on a space available basis, this large number of children outside the target age points to an area for Even Start to review its policy on admission to the program.

14. Definition of Target Child

It was clear from the responses to the Goals and Accomplishments and the Intake section that some parents were referring to all their children or different children at different times. Some sites completed parent-child interviews on several children in a single family. Evaluators recommend staff work with parents to assure that they have identified a particular target child who meets Even Start criteria, and that all child intake and assessment measures refer to this child.

15. Completion of Child Progress Measures

Prior to completion of this study the progress of the Even Start target children was not assessed. Whereas most Even Start programs do not directly serve the children, from the return rates it was clear that by using a short measure, it was fairly easy to obtain a sizable return of parent and teacher assessments. Some of the site coordinators who did not send in teacher measures explained that they had simply forgotten to mail these to the teachers. The data obtained from the teachers and parents was quite different. Parents assessed their children's skills at intake as considerably higher than teachers did. At exit teachers reported major gains in many areas, whereas parents reported the children's skills as about the same as when they began.

The disparity in parent and teacher views may result from different levels of knowledge about general child development or about any particular child. Whatever the reasons, the disparities indicate that important information is gained by querying both parents and teachers. Moreover, these discrepancies may have important programmatic implications in the area of parenting knowledge and should be reviewed with that end in mind. Evaluators recommend that Even Start continue to collect data from parents and teachers about the Even Start child at entry and exit.

APPENDIX A

WASHINGTON STATE EVEN START
ASSESSMENT STUDY
1993-1994

DEMOGRAPHICS

What is your sex? (n=466)

Female	92%
Male	8%

What race do you consider yourself to be? (n=455)

White	59%
Black/African American	16%
Aleut	1%
American Indian	3%
Asian/Pacific Islander	11%
Other	10%

Are you of Spanish/Hispanic origin? (n=465)

Yes	16%
No	84%

If "Yes," please check appropriate origin:

Mexican, Chicano	66%
Puerto Rican	7%
Cuban	1%
Other Spanish/Hispanic	26%

What languages do you speak? (categories) (n=390)

Southeast Asian	12%
English	68%
Spanish	14%
Other European	3%
African	3%

What is your family status? (n=460)

Single with children	55%
Couple with children	45%

Are you receiving public assistance? (n=466)

Yes	88%
No	12%

If "Yes," please check those that apply: (n=406)

AFDC	80%
Food Stamps	85%
Workman's Compensation	1%
SSI or other disability	11%
JOBS	19%
Medical Coupons	82%

(Percentages do not equal 100%; multiple answers possible)

What is your employment status? (n=451)

Full-time homemaker	51%
Full-time employment	2%
Part-time employment	6%
Not employed, but seeking employment	19%
Not employed, not seeking employment	25%
Other	10%

(Percentages do not equal 100%; multiple answers possible)

What was the last grade you completed? (n=424)

Grades 1-3	2%
Grades 4-6	8%
Grades 7-9	32%
Grades 10-12	55%
Grade 13	3%

How did you find out about Even Start? (n=450)

Another student	22%
Social worker	11%
Newspaper	1%
Head Start	18%
Teacher	11%
Other	38%

(Percentages do not equal 100%; multiple answers possible)

Check if this is your first time in: (n=268

ABE	66%
ESL	13%
Parenting class	79%

(Percentages do not equal 100%; multiple answers possible)

Have you ever been told that you have a learning disability? For example: dyslexia (reading problems), discalcula (math problems), anomia (memory problems)? (n=460)

- Yes 28%
- No 68%
- Not sure 4%

Please describe: (n=117)

- Dyslexia 45%
- Discalcula 26%
- Anomia 9%
- Other 39%

(Percentages do not equal 100%; multiple answers possible)

Do you need transportation in order to attend class? (n=462)

- Yes 55%
- No 45%

How many children are in your household? (n=459)

- One 24%
- Two 34%
- Three 24%
- Four 10%
- Five or more 8%

Do you need childcare in order to attend class? (n=451)

- Yes 55%
- No 45%

What program does your qualifying child attend? (n=450)

- Head Start 25%
- ECEAP (Early Childhood Ed & Asst Program) 8%
- K-8 Basic Skills Assistance (Chapter 1) 25%
- 9-12 Learning Assistance Program (LAP) 3%
- Cooperative preschool @ comm/tech college 5%
- Childcare @ comm/tech college 19%
- Other special needs program 11%
- Bilingual education program 5%

What race do you consider your qualifying child to be? (n=302)

White	53%
Black/African American	22%
American Indian	2%
Asian/Pacific Islander	13%
Other	10%

Is the qualifying child of Spanish/Hispanic origin? (n=302)

Yes	22%
No	78%

What was the entrance test name? (n=373)

Tabe	77%
Casas	6%
ESL type	15%
Other	2%

Was transportation provided? (n=278)

Yes	74%
No	26%

Was childcare provided? (n=250)

Yes	78%
No	22%

What other services were provided? (n=236)

Academic/Career counseling	80%
Family and Individual Counseling	41%
One-to-one tutoring	39%
Health Referrals	28%
Emergency food, clothing and shelter	24%
Violence prevention (speakers)	11%
Legal aid	5%
Other	5%

(Percentages do not equal 100%; multiple answers possible)

What services were paid for by Even Start? (n=119)

Academic/career counseling	74%
Family/individual counseling	42%
Tutoring	50%
Health referrals	25%
Emergency services	20%
Violence prevention treatment	8%
Other	3%

(Percentages do not equal 100%; multiple answers possible)

What was the exit test name? (n=186)

Tabe	63%
Casas	4%
ESL type	23%
GED type	10%

What were the outcomes:? (n=188)

Passed GED	19%
Partially passed GED	35%
Got employment	34%
Enrolled in other academic or vocational education program	32%
Left abusive relationship	11%
Got Section 8 status	2%
Regained child from CPC	1%
Got off public assistance	1%

(Percentages do not equal 100%; multiple answers possible)

What were the reasons for leaving the program?(341)

Family crisis	13%
Plan to re-enroll at later time	32%
Exceed 8th grade level	11%
Moved	9%
Unknown	9%
Other (includes those who completed program year)	51%

(Percentages do not equal 100%; multiple answers possible)

APPENDIX B

1993-1994 Washington Even Start Study Number of Participants Completing Each Portion of Survey Pre/Post		
Portion of Survey	**Entry # of Participants Completed**	**Exit # of Participants Completed**
Intake	466	----
Literacy Scores	411	174
Competency Scores	358	276
Parenting Interview	424	203
Teacher Child Assessment	316	186
Parent Child Assessment	370	226
Number of Cases with Overlapping Complete Packets: n = 134		

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Washington State Even Start Sample Sites
(n=134)*

Bates:	9
Big Bend CC:	4
Clover Park TC	23
Coastal CAP	4
Edmonds CC	12
Pierce Coll	9
Renton Tech	1
Seattle Central	6
Skagit Valley	9
So Puget Sound	10
So Seattle CC	11
Spokane CC	0
Tacoma CC	0
Tacoma Com Hse	21
Urban League	0
Walla Walla	5
Whatcom CC	8
Yakima Valley	2

**134: completed entry/exit literacy scores*
completed entry/exit parenting interviews
completed entry/exit teacher questionnaire re child
completed entry/exit parent questionnaire re child

APPENDIX C

PROJECT EVEN START
Evaluation Instructions

GENERAL INSTRUCTIONS

How to complete these forms:

Interview the parent. Project Even Start evaluation forms were not designed for parents to complete themselves. Instead, they should be completed by Even Start staff through interviews with parents and teachers.

Write, don't type. Legibly hand-written forms are acceptable. There is no need to have them typed.

Complete the top of each form carefully. Researchers will track the progress of each Even Start family through the information written across the top of each form. With the exception of the date, *every form pertaining to a family will have the same information printed across the top.*

> Social security number. The parent's number is key. (If both parents attend, use the mother's number.)
>
> Name. Although the forms ask for names (for the ease of the local program staff) *all names will be kept confidential at the state level.*
>
> Site. Use the site code for your program listed below, not the name of your program, school, or city.

When to complete the forms:

Entrance forms within 30 days after a parent is enrolled. The entrance forms to be completed are as follows:

> Parent Intake Form
> Parent Goals Intake Form (entrance version)
> Parenting Interview (circle "entrance")
> Entrance Child Behavior Interview (parent version)
> Entrance Child Behavior Questionnaire (teacher version)

Exit forms when the parent leaves the program (or at the end of the school year, whichever comes first). The exit forms to be completed are as follows:

> Parent Exit Form
> Parent Accomplishment Exit Form
> Parenting Interview (circle "exit")
> Exit Child Behavior Interview (parent version)
> Exit Child Behavior Questionnaire (teacher version)

When to submit the forms:

By December 15, send to SBCTC all forms completed up to that date including:

- entrance forms for every parent who has been enrolled since the beginning of the year, and
- exit forms for any parent who has left the program since it began in September.

By March 15, send in all forms completed between December 15 and March 15 including:

- entrance forms for every parent who enrolled since December 15, and
- exit forms for any parent leaving the program between December 15 and March 15.

By June 15, send all forms completed between March 15 and June 13 including:

- entrance forms for every parent who enrolled since March 15, and
- exit forms for all participants.

SITE CODES

Ba-E194	Bates
BB-E294	Big Bend
CP-E394	Clover Park
CC-E494	Coastal CAP
Sp-E594	CC Spokane
Ed-E694	Edmonds
PC-E794	Pierce
RT-E894	Renton
SC-E994	Seattle Cent/ReWA
SV-E1094	Skagit Valley
SP-E1194	South Puget Sound
SS-E1294	South Seattle
TC-E1394	Tacoma CC
TH-E1494	Tacoma C House
UL-E1594	Urban League
WW-E1694	Walla Walla
Wh-E1794	Whatcom
YV-E1894	Yakima

PARENT INTAKE AND EXIT FORMS

How to report standardized test scores:

Test at entrance and at exit. Every Even Start student is given a standardized entrance test. *The same test (or another form of the same test) is given when the student exits* or at the end of the year, whichever comes first.

Pick your own test. There is no official test. You may use any test your organization wishes to use as long as it will document that the person is eligible for Even Start (that is, has an eighth grade ability or less in one or more basic skill areas of reading, language arts, and/or mathematics).

Give the name of the test and its level or type. If the test has several levels (such as the TABE), write the level (TABE-D).

Record scores as grade levels if possible. Both the TABE and the ABLE have scores for reading, math, and writing or language arts along with a chart that changes those scores into reading levels. If you give only the reading test, write the grade level for reading on the reading test line. If you give all three tests, you will be able to enter grade levels on all lines.

The CASAS test has a functional focus and will not allow you to report a grade level score, nor will it allow you to report reading, writing, and math separately. If you use CASAS for ABE, place the score (215, etc.) on the total score line. If CASAS is used for ESL, write the score on the ESL line.

Ways to pick a Core Competency level:

A test score is only one factor in helping a teacher determine a core competency level. Some students with good skills in functional literacy could score quite well on CASAS and much lower on the more academic TABE. A student interview or a writing sample can help you make a better decision.

Don't rely on the following chart. It can give you only a very rough estimate.

Level 1	Level 2	Level 3	Level 4 GED
TABE 0 - 3.9	TABE 3.0 - 6.9	TABE 7.0 - 8.9	TABE 9.0 - 12.9
ABLE 0 - 4.2	ABLE 3.5 - 6.7	ABLE 6.8 - 8.9	ABLE 9.0 - 12.9
CASAS 0 - 210	CASAS 211-220	CASAS 221-225	CASAS 226 plus

CHILD DEVELOPMENT ASSESSMENT MEASURES

The development of the Even Start target child (the preschool or school-age child who establishes eligibility, along with the adult's literacy level, for the family) should be assessed at entrance and at the the end of the year (or at exit, whichever is first). Included are child development assessment measures for parents (entrance and exit versions), a cover letter for children's teachers who are from non-Even Start programs, and a consent form to be signed by parents prior to teachers receiving forms.

How to use the Child Behavior Interview with Parents:

Interview the parent using the Child Behavior Interview (parent version). Please have this measure completed as an interview with the parent. There are two versions of this form, an *entrance* (to be completed within 30 days of actual intake) and an *exit* (or *end of the year*) version.

Focus on the Even Start eligible child only. Explain to the parent the purposes of completing this interview: to help Even Start staff have a better idea of the child's skills and needed areas for growth, and to assist staff in program planning for both parents and children. Parents should answer these questions on the Even Start eligible child only; assist them in identifying this child.

How to use the Child Behavior Questionnaire with Teachers:

Ask the target child's teacher to complete this form. Please have the eligible child's teacher complete these measures. The same form is used by Even Start and non Even Start teachers. Note that there are two versions of this form, an *entrance* (to be completed within 30 days of actual intake) and an *exit*, (or *end of the year*) version.

Use the Consent to Contact My Child's School form. For your target children who are in non-Even Start sites, the questionnaire should be accompanied by the parent Consent to Contact My Child's School form. You will note that the consent form has a space for two schools. The extra space is provided for situations in which a child is in more than one school (ex. a child in elementary school and in an after-school child care program).

Include a brief cover letter. Please accompany the questionnaire and the consent form with a cover letter such as the one enclosed. The letter could be used as is by filling in the blanks and adding your name, address and phone number, or adapted to fit your own program. If the child is in a special education setting, please ask staff to indicate this in the comments section of the form.

Allow 8 weeks. For exit or end of year forms to be sent to non Even Start children's programs, it is recommended that you plan to send out letters and forms about 8 weeks before they are needed to allow for slow returns.

PARENTING MEASURES

How to complete the Parenting Interview:

Explain the purpose of the interview. The Parenting Interview is an attempt to respond to the variety of parenting goals found in state Even Start programs. Parenting knowledge and behaviors should be assessed at intake and at the end of the year (or at exit, if the family exits prior to the end of the year). The same interview is designed to be used both at the beginning and at the end of the year. As with all forms in the packet, it is to be completed as an interview.

Focus on the Even Start Eligible Child. Please explain to the parent that the prupose of completing the interview is to help Even Start staff appropriately plan the parenting part of the program, and help them determine whether the overall program has helped the family. Parents should answer these questions on the Even Start eligible child only. Please assist them to identify this child. Ecourage parents to include any additional comments they may have at the end of each session.

APPENDIX D

Parent Last Name _____ Parent Social Security Number _____ Site _____ Date _____

PROJECT EVEN START
Parent Intake Form

1. SEX

____ Female ____ Male

2a. WHAT RACE DO YOU CONSIDER YOURSELF TO BE?

____ White ____ Black/African American
____ Aleut ____ American Indian
____ Eskimo ____ Asian/Pacific Islander
____ Other _____

2b. ARE YOU OF SPANISH/HISPANIC ORIGIN?

____ Yes ____ No

If "Yes," please check appropriate origin:

____ Mexican, Chicano
____ Puerto Rican
____ Cuban
____ Other Spanish/Hispanic:
_____

3. WHAT LANGUAGES DO YOU SPEAK?

Main Language_____

Other Language(s) _____

Check the appropriate category below:

___ Southeast Asian ___ English
___ Spanish ___ Other European
___ African ___ Other

4. WHAT IS YOUR FAMILY STATUS?

____ Single with children

____ Couple with children

5. ARE YOU RECEIVING PUBLIC ASSISTANCE?

____ Yes ____ No

If "Yes," please check those that apply:

____ AFDC
____ Food Stamps
____ Workman's Compensation
____ SSI or other disability
____ Bureau of Indian Affairs
____ JOBS
____ Medical Coupons

6. WHAT IS YOUR EMPLOYMENT STATUS?

____ Full-time homemaker
____ Full-time employment
____ Part-time employment
____ Not employed, but seeking employment
____ Not employed, not seeking employment
____ Other _____

LAST GRADE COMPLETED?_____

YEAR COMPLETED? _____

7. HOW DID YOU FIND OUT ABOUT EVEN START?

____ Another student ____ Newspaper
____ Social worker ____ Head Start
____ Chapter 1 ____ Other
____ Teacher _____

8. CHECK IF THIS IS YOUR FIRST TIME IN:

_____ABE _____ESL
_____Parenting class

9. HAVE YOU EVER BEEN TOLD THAT YOU HAVE A LEARNING DISABILITY?
ex., dyslexia (reading problems), discalcula (math problems), anomia (memory problems).

_____ Yes ___ No

Please describe: _____

_____

_____

Parent Last Name _____ Parent Social Security Number _____ Site _____ Date _____

10. DO YOU NEED TRANSPORTATION IN ORDER TO ATTEND CLASS?
__ Yes __ No
Type: _____
_____

11. HOW MANY CHILDREN ARE IN YOUR HOUSEHOLD?_____

12. DO YOU NEED CHILDCARE IN ORDER TO ATTEND CLASS?
__Yes _____No
Hours per week: _____
_____
_____

13. WHAT PROGRAM DOES YOUR QUALIFYING CHILD ATTEND?
__Head Start
__ECEAP (Early Childhood Ed & Asst Program)
__K-8 Basic Skills Assistance (Chapter 1)
__9-12 Learning Assistance Program (LAP)
__Cooperative preschool @ comm/tech college
__Child care @ comm/tech college
__Other special needs program_____
__Bilingual education program

14. WHAT RACE DO YOU CONSIDER YOUR QUALIFYING CHILD TO BE?
____ White ____ Black/African American
____ Aleut ____ American Indian
____ Eskimo ____ Asian/Pacific Islander
____ Other _____

15. IS THE QUALIFYING CHILD OF SPANISH/HISPANIC ORIGIN?
____ Yes ____ No

ENTRANCE TESTING: Date_____

Entrance Test Name_____

Entrance Test Score:
ESL _____
Reading _____
Writing _____
Math _____
Total _____

ENTRANCE CORE COMPETENCY LEVELS:

(Circle appropriate level. Circle 4 if student performs over 8th grade level.)

ESL 1A 1B 2 3 or ABE Reading 1 2 3 4
ABE Writing 1 2 3 4
ABE Math 1 2 3 4

INSTRUCTOR'S COMMENTS:

Parent Last Name _____ Parent Social Security Number _____ Site _____ Date _____

PROJECT EVEN START
Parent Goals Intake Form

(Note: To be used with all participating parents at the time of intake.)

I'd like to ask you what your goals are in the area of parenting and self-improvement for your participation in Even Start this year.
(ex. reading to my child; talking with my child's teachers; learning different ways of discipline; learning how to use the library; feeling better about myself.)

_____

_____

_____

_____

_____

Now I'd like to ask you what your goals are in the area of basic skills for this coming Even Start year.
(ex. reading and writing better; speaking and understanding English better; passing the GED; getting a job or job training; getting a driver's liscense; registering to vote, etc.)

_____

_____

_____

_____

_____

_____

Finally, I'd like to ask you what your goals are for your child for this coming Even Start year.
(ex. child gets better grades; gets promoted; does homework better; reads and writes better; does better in math; behaves better; able to dress him/herself; etc.

_____

_____

_____

_____

_____

_____

_____

Parent Last Name _____ Parent Social Security # _____ Site _____ Date _____

PROJECT EVEN START
Parent Exit Form

Transportation provided: _____

_____

Child Care provided: _____

_____

Other Services (✓ if yes, blank if no)	Needed	Provided	Paid for by Even Start?
Academic/Career counseling			
Health referrals			
Family/individual counseling			
Substance abuse treatment			
Domestic violence prevention			
Emergency food/clothes/shelter			
Legal aid			
One-to-one tutoring			
Other			

EXIT TESTING: Date _____

Exit Test Name _____

Exit Test Score: ESL _____

Reading _____

Writing _____

Math _____

Total _____

EXIT CORE COMPETENCY LEVELS:
(Circle appropriate level. Circle 4 if parent performs over 8th grade level.)

ESL 1 2 3 or ABE Reading 1 2 3 4
ABE Writing 1 2 3 4
ABE Math 1 2 3 4

REASON FOR LEAVING PROGRAM:

____Family crisis ____Moved
____Planning to re-enroll later ____Unknown
____Performs over 8th grade level in basic skills
____Other _____

OUTCOMES:

___ Passed GED
___ Partially passed GED
___ Completed h.s. completion course
___ Obtained employment
___ Enrolled in other academic or vocational program after Even Start
___ Attained Section 8 status
___ Left or ended abusive relationship
___ Regained child from CPS
___ Off public assistance

ATTENDANCE:

Number of days student attended Even Start classes: _____

Number of days student could have attended Even Start: _____

Percentage attendance : _____
[*divide* days attended by the number of days students could have attended]

Parent Last Name _____ Parent Social Security Number _____ Site _____ Date _____

PROJECT EVEN START
Parent Accomplishment Exit Form

(Note: To be used with all participating parents at time of end of the program year or exit from the program, whichever comes first.)

I'd like to ask you what you feel you accomplished in the area of parenting and self-improvement through your participation in Even Start this past year.
(ex. reading to my child; talking with my child's teachers; learning different ways of discipline; learning how to use the library; feeling better about myself, etc.)

_____

_____

_____

_____

_____

Now I'd like to ask you what you feel you accomplished in the area of basic skills in Even Start this past year.
(ex. reading and writing better; speaking and understanding English better; passing the GED; getting a job or job training; getting a driver's liscense; registering to vote, etc.)

_____

_____

_____

_____

_____

Finally, I'd like to ask you what you feel your child accomplished in Even Start this past year.
(ex. child gets better grades; gets promoted; does homework better; reads and writes better; does better in math; behaves better; able to dress himself/herself; etc.

_____

_____

_____

_____

_____

_____

Parent Last Name _____ Parent Social Security Number _____ Site _____ Date _____

PROJECT EVEN START
Parenting Interview

Please circle whether completed at *entrance* to Even Start or at *end of the year/or exit*

We would like to ask you the following questions concerning your opinions on parenting and your memories of parenting activities in your home over the past year. There are no right answers to these questions, but we would like your thoughts.

First we would like to ask you about your memories of parenting activities in your home over the past year.

I. Parent-Child Activities *Please put a check next to your best memory of how often these activities occur in your home.*

Often = 1 or more times weekly; Sometimes = 2-3 times per month;
Seldom = several times a year; Does Not Apply = child too young

1. I talk with my child about things that happen at his or her school:
   _Often _Sometimes _Seldom _Does Not Apply

2. I talk with my child about numbers (while playing games, memorizing his/her phone number, etc.):
   _Often _Sometimes _Seldom _Does Not apply

3. I share tasks with my child like doing the dishes, doing the laundry, going grocery shopping:
   _Often _Sometimes _Seldom _Does Not Apply

4. I talk to my child about letters (while looking at labels on food or clothes, looking at signs, singing the abc song, etc.):
   _Often _Sometimes _Seldom _Does Not Apply

5. I use concepts like shapes (circles, triangles, squares) or ideas like "before-after", "up-down", "big-little" when talking to my child:
   _Often _Sometimes _Seldom _Does Not Apply

6. I help my child with homework:
   _Often _Sometimes _Seldom _Does Not Apply

7. I participate with my child in activities like playing games, going on picnics, going to the library:
   _Often _Sometimes _Seldom _Does Not Apply

8. I read with my child:
   _Often _Sometimes _Seldom _Does Not Apply

9. My child sees me reading or writing (reading newspaper, magazines, books, recipes, etc.; writing letters, grocery lists, homework, etc.):
   _Often _Sometimes _Seldom _Does Not Apply

10. I have the following in my home for my child to look at or read (please check all that apply):
_1 or 2 books _3 to 9 books _10 or more books _Magazines
_Newspapers _T.V. guide _Comic books
_Other reading material (bibles, catalogues, etc.) _ None

11. Any additional comments about parent-child activities? _____

_____

II. **Involvement in Child's School** *Put a check next to your best memory of how often these activities occur with your family.*

12. I have visited my child's classroom in the past year:
_Often _Sometimes _Seldom _Does Not Apply

13. I have attended a parent-teacher child conference concerning my child in the past year.
_Yes _No _Does Not Apply

14. I have participated in the PTA or other parent organization in the past year:
_Often _Sometimes _Seldom _Does Not Apply

15. I have participated in my child's school governing or advisory board meetings in the past year.
_Yes _No _Does Not Apply

16. I have attended parties or events at my child's school in the past year:
_Often _Sometimes _Seldom _Does Not Apply

17. I have volunteered in my child's classroom or school, or volunteered for a special activity in the classroom or school:
_Often _Sometimes _Seldom _Does Not Apply

18. Any additional comments about involvement in your child's school? _____

_____

III. **Using Outside Resources** *Put a check next to your best memory of how often you do these activities.*

19. I talk with a doctor, nurse practitioner, or clinic about my child's health and/or development:
_More than once yearly _Once a year _Less than once a year
_Only when my child is ill _Never

20. I read about parenting or about children to get ideas:
_Weekly or more _Once to three times monthly _A few times yearly
_Never

21. I get ideas about parenting by doing the following (Check all that apply):
_ Listen to radio _ Watch television _ Talk with friends or relatives
_ Other, please explain
_____

22. Any additional comments about using outside resources? _ _____

_____

Now we would like to ask you about your opinions.

IV. **Child Development Opinions** *Put a check next to your opinion.*

I think that ...

23. Young children (ages 2-4) can easily sit still and listen for long periods of time (20-45 minutes).
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

24. Young children (ages 2-4) learn more easily by playing than by listening to instructions.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

25. Younger children (ages 2-8) should not stay at home alone without adult supervision.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

26. If school age children (ages 6-10) misbehave it is appropriate to put them in their rooms for an hour.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

27. Any additional comments about how children develop? _____

_____

V. **Opinions About Education** *Put a check next to your opinion.*

I think that ...

28. It is very important that my children graduate from high school.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

29. It is very important that my children receive good grades in school.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

30. It is very important that my children finish college.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

31. My children are capable of doing well in school.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

32. My children are capable of graduating from high school.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

33. My children are capable of succeeding in further education after high school.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

34. Parents have a lot of influence on how well their children do in school.
_Agree strongly _Agree somewhat _Disagree somewhat _Disagree strongly

35. Any additional comments about your opinions about education? _____

_____

VI. **Personal Well Being** *Following are ways people sometimes feel. Please put a check by the best description of how often you've felt like this in the past 2 weeks.*

In the last two weeks I ...

36. Felt frustrated by my responsibilities as a parent:
_Always _Often _Rarely _Never

37. Felt that my life is going just great:
_Always _Often _Rarely _Never

38. Felt no one has given me the chance to be a successful person:
_Always _Often _Rarely _Never

39. Felt positive about my child's future:
_Always _Often _Rarely _Never

40. Felt in control of my own future:
_Always _Often _Rarely _Never

41. Any additional comments about your personal well being? _____

_____

Parent Last Name _____ Parent Social Security # _____ Site ____ Date ____

ENTRANCE EVEN START CHILD BEHAVIOR INTERVIEW PARENT VERSION

Interviewed Parent's Name _____ Even Start Child's Name _____ Child's Birthday _____ ( ) (Age)

Staff: Please complete as an interview with parent, concerning the Even Start eligible child. Please circle the response which parent states best describes their child's skills in each of these areas. Explain that their child may be too young/old for some questions to apply; if parent states this, please circle NA (Does Not Apply).

	Need(s) to Improve	About Average	Very Good	Does Not Apply
1. Child's skills getting along w/children	NI	AA	VG	NA
2. Child's skills getting along w/adults	NI	AA	VG	NA
3. Child's speech (verbal abilities)	NI	AA	VG	NA
4. Child's understanding of other's speech	NI	AA	VG	NA
5. Child's physical skills	NI	AA	VG	NA
6. Child's ability to stay focussed on tasks	NI	AA	VG	NA
7. Child's self help skills (for instance in dressing, feeding self)	NI	AA	VG	NA
8. Child's self esteem	NI	AA	VG	NA
Questions # 9, 10, & 11 to be Completed Concerning Elementary/Secondary Children Only				
9. Child's reading skills	NI	AA	VG	NA
10. Child's writing skills	NI	AA	VG	NA
11. Child's math skills	NI	AA	VG	NA

12. Strengths or concerns in the above areas or others. (Use back for more space.)

_____

_____

Parent Last Name _____ Parent Social Security # _____ Site ____ Date ____

END OF YEAR OR EXIT EVEN START CHILD BEHAVIOR INTERVIEW PARENT VERSION

Interviewed Parent's Name _____ Even Start Child's Name _____ Child's Birth ____ ( ) (Age)

Staff: Please complete as an interview with parent, concerning the Even Start eligible child. Please circle the response which parent states best describes their child's skills in each of these areas. Explain that their child may be too young or too old for some questions to apply; if parent states this, please circle NA (Does Not Apply).

	Need(s) to Improve	About Average	Very Good	Does Not Apply
1. Child's skills getting along w/children	NI	AA	VG	NA
2. Child's skills getting along w/adults	NI	AA	VG	NA
3. Child's speech (verbal abilities)	NI	AA	VG	NA
4. Child's understanding of other's speech	NI	AA	VG	NA
5. Child's physical skills	NI	AA	VG	NA
6. Child's ability to stay focussed on taskd	NI	AA	VG	NA
7. Child's self help skills (for instance in dressing, feeding self)	NI	AA	VG	NA
8. Child's self esteem	NI	AA	VG	NA
Questions #9, 10, & 11 to be Completed Concerning Elementary/Secondary Children Only				
9. Child's reading skills	NI	AA	VG	NA
10. Child's writing skills	NI	AA	VG	NA
11. Child's math skills	NI	AA	VG	NA

12. Gains you have noted this year in any of the above areas or others (Use back for more space)

_____

_____

13. Strengths or concerns in the above areas or others (Use back for more space)

_____

_____

Parent Last Name _____ Parent Social Security # _____ Site ____ Date ____

ENTRANCE EVEN START CHILD BEHAVIOR QUESTIONNAIRE
TEACHER VERSION

Teacher _____ Consent Form Attached: Yes No
Child _____ Child's Birthday (Age) _____ ( )

Please circle the appropriate response concerning this child's skills in terms of normal development and your expectations. Some questions do not apply to particular children; then, please circle NA (Does Not Apply).

	Needs to Improve	About Average	Very Good	Does Not Apply
1. Social skills with children	NI	AA	VG	NA
2. Social skills with adults	NI	AA	VG	NA
3. Verbal skills (expressive language)	NI	AA	VG	NA
4. Ability to understand others' speech (receptive language)	NI	AA	VG	NA
5. Small muscle development	NI	AA	VG	NA
6. Large muscle development	NI	AA	VG	NA
7. Ability to stay focussed on tasks	NI	AA	VG	NA
8. Cognitive development	NI	AA	VG	NA
9. Self-help skills	NI	AA	VG	NA
10. Self esteem	NI	AA	VG	NA
Questions #11, 12 & 13 to be Completed Concerning Elementary/Secondary Children Only				
11. Reading skills	NI	AA	VG	NA
12. Writing skills	NI	AA	VG	NA
13. Math skills	NI	AA	VG	NA

14. Strengths or concerns in the above areas or others (Use back for additional space)

_____

_____

15. Comments concerning parent involvement (Use back for additional space)

_____

Parent Last Name _____ Parent Social Security # _____ Site ____ Date ____

END OF YEAR/ EXIT EVEN START CHILD BEHAVIOR QUESTIONNAIRE TEACHER VERSION

Teacher _____ Consent Form Attached: Yes No
Child _____ Child's Birthday (Age) ____ ( )

Please circle the appropriate response concerning this child's skills in terms of normal development and your expectations. *This child may be too old/young for some questions to apply; in that case, please circle NA.*

	Needs to Improve	About Average	Very Good	Does Not Apply
1. Social skills with children	NI	AA	VG	NA
2. Social skills with adults	NI	AA	VG	NA
3. Verbal skills (expressive language)	NI	AA	VG	NA
4. Ability to understand others speech (receptive language)	NI	AA	VG	NA
5. Small muscle development	NI	AA	VG	NA
6. Large muscle development	NI	AA	VG	NA
7. Ability to stay focussed on tasks	NI	AA	VG	NA
8. Cognitive development	NI	AA	VG	NA
9. Self-help skills	NI	AA	VG	NA
10. Self esteem	NI	AA	VG	NA
Questions #11, 12, & 13 to be Completed Concerning Elementary/Secondary Children Only				
11. Reading skills	NI	AA	VG	NA
12. Writing skills	NI	AA	VG	NA
13. Math skills	NI	AA	VG	NA

14. Gains noted this year, strengths or concerns in the above areas or others (Back for more space)

_____

15. Comments concerning parent involvement: (Use back for additional space)

_____

16. Child's attendance this year was (please circle appropriate one): high average poor